

Index for Volume 87

TITLE INDEX

- 2009 Notable Children's Books in the Language Arts* (Children's Literature Reviews). Deanna Day, Mary Lee Hahn, Mary Napoli, Janelle B. Mathis, Jonda C. McNair, Kathy G. Short, & Edward T. Sullivan. March, pp. 312–321.
- A Change in Perspective: Me and Billy Lee Tottle* (In Closing). Kathy Brashears. September, p. 80.
- A Children's Choice Program: Insights into Book Selection, Social Relationships, and Reader Identity*. Valerie Bang-Jensen. January, pp. 169–176.
- Activists and Writers: Student Expression in a Social Action Literacy Project*. Shira Eve Epstein. May, pp. 363–372.
- Artisan with Words: Transnational Funds of Knowledge in a Bilingual Latina's Stories*. Kimberley K. Cuero. July, pp. 427–436.
- Asking the Experts: What Children Have to Say about Their Reading Preferences* (Research Directions). Denise Davila & Lisa Patrick. January, pp. 199–210.
- Beyond Picture Walks: Revaluing Picturebooks as Written and Pictorial Texts*. Catherine Maderazo, Prisca Martens, Keri Croce, Ray Martens, Michelle Doyle, Stacy Aghalarov, & Rob Noble. July, pp. 437–446.
- Books that Set Their Own Standard* (Children's Literature Reviews). Detra Price-Dennis, Marlene Beierle, Maggie Chase, Eun Hye Son, & Jackie Wissman. May, pp. 400–404.
- Children Writing "Hard Times": Lived Experiences of Poverty and the Class-Privileged Assumptions of a Mandated Curriculum*. Elizabeth Dutro. November, pp. 89–98.
- Children's Reading Today and in the Future: Igniting Their Passions and Engaging Their Interests* (Professional Book Reviews). Martille R. Elias, Rebecca Rogers, E. Wendy Saul, Lawrence R. Sipe, Jennifer L. Wilson, & Karen E. Wohlwend. January, pp. 220–224.
- Collaborative Voices Exploring Culturally and Socially Responsive Literacies*. Carmen L. Medina & María del Rocío Costa. March, pp. 263–276.
- Discerning Writing Assessment: Insights into an Analytical Rubric*. Lucy K. Spence. May, pp. 337–352.
- Discipline and Characters in Children's Literature* (Children's Literature Reviews). Ann Neely, Bettie Parsons Barger, Lynne Bercaw, Mathew Espinosa, Melanie Hundley, Chris Iddings, & Robin Smith. September, pp. 72–79.
- Discipline and Play with/in a Mandated Literacy Curriculum*. Stavroula Kontovourki & Marjorie Siegel. September, pp. 30–38.
- Discipline or Punish? Some Suggestions for School Policy and Teacher Practice* (Focus on Policy). K. Wayne Yang. September, pp. 49–61.
- Disciplining Students, Teachers, and Schools: A Critical Look at Market-Based Reforms of the Language Arts* (Professional Book Reviews). Rebecca Rogers, Kathryn Pole, Aleshea Ingram, Martille Elias. September, pp. 66–71.
- Dreaming of Collaboration* (Focus on Policy). Marilyn Johnston-Parsons. March, pp. 287–295.
- Educators' Voices on 21st Century Literacies* (Profiles and Perspectives). William Bass, Franki Sibberson, Sandy Hayes, Becky McCraw, Shelbie Witte, Diane Waff, Katrina Bartow, & Lorraine Wilkerson. May, pp. 390–394.
- Ends in Themselves: Theorizing the Practice of University-School Partnering through Horizontalidad* (Research Directions). Gerald Campano, Michelle A. Honeyford, Lenny Sánchez, & Sarah Vander Zanden. March, pp. 277–286.
- Expansive Learning and Chicana/o and Latina/o Students' Political-Historical Knowledge*. Mariana Pacheco. September, pp. 18–29.
- Finding Voice, Defining Self: An Interview with Yuyi Morales* (Profiles and Perspectives). Mary Esther Soto Huerta, Jesse Gainer, & Jennifer Battle. March, pp. 296–307.
- For the Sake of Heaven: Locating Standards* (Focus on Policy). Alan A. Block. May, pp. 381–389.
- Fulfilling the Potential of Standards-Based Education: Promising Policy Principles* (Research Directions). Kathryn H. Au & Sheila W. Valencia. May, pp. 373–380.
- Historical and Contemporary Usages of the "N" Word: Deconstructing the Content and Context in a Multiracial, Middle School Language Arts Class*. Dwight C. Watson. November, pp. 99–107.
- Humbled by a Fifth-Grader's Homework* (In Closing). Charles Fuhrken. March, p. 322.
- Karen Smith: Language Arts Educator of the Year* (Profiles and Perspectives). Sarah Hudelson. November, pp. 139–145.

- Keeping It Real: How Realistic Does Realistic Fiction for Children Need to Be?* (Profiles and Perspectives). Barbara O'Connor. July, pp. 465–471.
- Kyle and the Basilisk: Understanding Children's Writing as Play.* Gail M. Boldt. September, pp. 9–17.
- Liberation Literature: Positive Cultural Messages in Children's and Young Adult Literature at Freedom Schools.* Tamba O. Jackson & Gloria S. Boutte. November, pp. 108–116.
- Locating Standards that Elevate Individual and Social Development* (Professional Book Reviews). Martille Elias, Tisha Lewis, Kate Pahl, Inda Schaenen & Rebecca Rogers. May, pp. 395–399.
- Mapping a Rhizome of 21st Century Language Arts: Travel Plans for Research and Practice* (Research Directions). Margaret C. Hagood. September, pp. 39–48.
- Meeting Academic Standards through Peer Dialogue at Literacy Centers.* Caroline Maurer. May, pp. 353–362.
- Mining with a Jeweler's Eye: The Work of Lee Bennett Hopkins* (Profiles and Perspectives). Janet Wong & Rebecca Kai Dotlich. September, pp. 62–65.
- More than Book Talks: Preservice Teacher Dialogue after Reading Gay and Lesbian Children's Literature.* Jill Hermann-Wilmarth. January, pp. 188–198.
- Orbis Pictus Award Winners* (Children's Literature Reviews). Kim Ford, Carol Avery, Terrell Young, Mingshui Cai, Fran Wilson, Jeffrey S. Kaplan, & Diana Porter. November, pp. 151–157.
- Perspectives on Equity and Identity: Exploring How Literacy Is Shaped in Schools, Homes, and Communities* (Professional Book Reviews). Martille Elias, Meredith Labadie, & Barbara Reese. November, pp. 146–150.
- Poetry for Children at Its Best: 2009 Poetry Notables* (Children's Literature Reviews). Barbara A. Ward, Rebecca Kai Dotlich, Elaine Magliaro, Jonda C. McNair, Mary Napoli, & Terrell A. Young. July, pp. 478–486.
- Policies Can Follow Practices* (Focus on Policy). Nancy Roser. January, pp. 211–214.
- Puzzle* (In Closing). Janice Ewing. July, p. 487.
- Read to Lead: Resources that Help Teachers Enhance Literacy Leadership* (Professional Book Reviews). Jennifer Turner, Chrystine Hoeltzel & Jiahang Li. July, pp. 472–477.
- Reading, Readin', and Skimming: Preadolescent Girls Navigate the Sociocultural Landscapes of Books and Reading.* Jennifer M. Graff. January, pp. 177–187.
- (Re)Writing New Possibilities for Teaching Lives: Prospective Teachers and Multicultural Apprenticeships* (Research Directions). Barbara L. Seidl & Matthew D. Conley. November, pp. 117–126.
- Standing Up to Neoliberalism through Critical Literacy Education* (Focus on Policy). Rebecca Rogers, Melissa Mosley, & Angela Folkes. November, pp. 127–138.
- Teacher Inquiry for Equity: Collaborating to Improve Teaching and Learning.* Linda Friedrich & Marilyn McKinney. March, pp. 241–251.
- Teaching, Learning, and Resistance.* Geraldine Van de Kleut & Connie White. July, pp. 447–456.
- Technologies and Truth Games: Research as a Dynamic Method* (Research Directions). Dawnene Hassett. July, pp. 457–464.
- That's Cool! I Wish I Knew Spanish, Too!* (In Closing). Julia López-Robertson. November, p. 158.
- The Road to Shadowland* (Profiles and Perspectives). Chitra Banerjee Divakaruni. January, pp. 215–219.
- The Transformative Possibility of Collaboration* (Professional Book Reviews). Martille Elias. March, pp. 308–311.
- Those "Struggles" with Reading* (In Closing). Sarah Bridges-Rhoads. January, p. 232.
- Thoughts from the Editors: Disciplining the Language Arts.* Patricia Enciso, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. September, p. 7.
- Thoughts from the Editors: Equity, Identity, and Literacy.* Patricia Enciso, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. November, p. 87.
- Thoughts from the Editors: In Support of a Range of Choices for All Readers.* Patricia Enciso, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. January, p. 167.
- Thoughts from the Editors: Locating Standards: Following Students' Learning.* Patricia Enciso, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. May, p. 335.
- Thoughts from the Editors: Strengths, Resources, and Shared Visions: Collaborations.* Patricia Enciso, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. March, p. 239.
- Thoughts from the Editors: The Power of Inquiry.* Enciso, Patricia, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. July, p. 415.
- Violent Red, Ogre Green, and Delicious White: Expanding Meaning Potential through Media.* S. Rebecca Leigh. March, pp. 252–262.

What Did You Think of the Book?: Kids Speak Up (Children's Literature Reviews). Lisa Patrick & Denise Davila. January, pp. 225–231.

What's in a Name? (In Closing). Cynthia Grady. May, p. 405.

Writing a Relationship: Home-School Journals. Amy M. Kay, Andrea Neher, & Lindsey Hall Lush. July, pp. 417–426.

AUTHOR INDEX

Aghalarov, Stacy. (See Maderazo, et al., July).

Au, Kathryn H. & Sheila W. Valencia. *Fulfilling the Potential of Standards-Based Education: Promising Policy Principles* (Research Directions). May, pp. 373–380.

Avery, Carol. (See Ford et al., November).

Bang-Jensen, Valerie. *A Children's Choice Program: Insights into Book Selection, Social Relationships, and Reader Identity*. January, pp. 169–176.

Barger, Bettie Parsons. (See Neely et al., September).

Bartow, Katrina. (See Bass et al., May).

Bass, William, Franki Sibberson, Sandy Hayes, Becky McCraw, Shelbie Witte, Diane Waff, Katrina Bartow, & Lorraine Wilkerson. *Educators' Voices on 21st Century Literacies* (Profiles and Perspectives). May, pp. 390–394.

Battle, Jennifer. (See Huerta et al., March).

Beierle, Marlene. (See Price-Dennis et al., May).

Bercaw, Lynne. (See Neely et al., September).

Block, Alan A. *For the Sake of Heaven: Locating Standards* (Focus on Policy). May, pp. 381–389.

Boldt, Gail M. *Kyle and the Basilisk: Understanding Children's Writing as Play*. September, pp. 9–17.

Boutte, Gloria S. (See Jackson & Boutte, November).

Brashears, Kathy. *A Change in Perspective: Me and Billy Lee Tottle* (In Closing). September, p. 80.

Bridges-Rhoads, Sarah. *Those "Struggles" with Reading* (In Closing). January, p. 232.

Cai, Mingshui. (See Ford et al., November).

Campano, Gerald, Michelle A. Honeyford, Lenny Sánchez, & Sarah Vander Zanden. *Ends in Themselves: Theorizing the Practice of University-School Partnering through Horizontalidad* (Research Directions). March, pp. 277–286.

Chase, Maggie. (See Price-Dennis et al., May).

Conley, Matthew D. (See Seidl & Conley, November).

Croce, Keri. (See Maderazo, et al., July).

Cuero, Kimberley K. *Artisan with Words: Transnational Funds of Knowledge in a Bilingual Latina's Stories*. July, pp. 427–436.

Davila, Denise & Lisa Patrick. *Asking the Experts: What Children Have to Say about Their Reading Preferences* (Research Directions). January, pp. 199–210.

Davila, Denise. (See Patrick & Davila, January).

Day, Deanna, Mary Lee Hahn, Mary Napoli, Janelle B. Mathis, Jonda C. McNair, Kathy G. Short, & Edward T. Sullivan. *2009 Notable Children's Books in the Language Arts* (Children's Literature Reviews). March, pp. 312–321.

del Rocío Costa, María. (See Medina & del Rocío Costa, March).

Divakaruni, Chitra Banerjee. *The Road to Shadowland* (Profiles and Perspectives). January, pp. 215–219.

Dotlich, Rebecca Kai. (See Ward et al., July).

Dotlich, Rebecca Kai. (See Wong & Dotlich, September).

Doyle, Michelle. (See Maderazo, et al., July).

Dutro, Elizabeth. *Children Writing "Hard Times": Lived Experiences of Poverty and the Class-Privileged Assumptions of a Mandated Curriculum*. November, pp. 89–98.

Elias, Martille. (See Rogers et al., September).

Elias, Martille. *The Transformative Possibility of Collaboration* (Professional Book Reviews). March, pp. 308–311.

Elias, Martille, Meredith Labadie, & Barbara Reese. *Perspectives on Equity and Identity: Exploring How Literacy Is Shaped in Schools, Homes, and Communities* (Professional Book Reviews). November, pp. 146–150.

Elias, Martille, Tisha Lewis, Kate Pahl, Inda Schaenen, & Rebecca Rogers. *Locating Standards that Elevate Individual and Social Development* (Professional Book Reviews). May, pp. 395–399.

Elias, Martille R., Rebecca Rogers, E. Wendy Saul, Lawrence R. Sipe, Jennifer L. Wilson, & Karen E. Wohlwend. *Children's Reading Today and in the Future: Igniting Their Passions and Engaging Their Interests* (Professional Book Reviews). January, pp. 220–224.

Enciso, Patricia Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. *Thoughts from the Editors: Equity, Identity, and Literacy*. November, p. 87.

Enciso, Patricia, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. *Thoughts from the Editors: Disciplining the Language Arts*. September, p. 7.

Enciso, Patricia, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. *Thoughts from the Editors: In Support of a Range of Choices for All Readers*. January, p. 167.

- Enciso, Patricia, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. *Thoughts from the Editors: Strengths, Resources, and Shared Visions: Collaborations*. March, p. 239.
- Enciso, Patricia, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. *Thoughts from the Editors: Locating Standards: Following Students' Learning*. May, p. 335.
- Enciso, Patricia, Laurie Katz, Barbara Z. Kiefer, Detra Price-Dennis, & Melissa Wilson. *Thoughts from the Editors: The Power of Inquiry*. July, p. 415.
- Epstein, Shira Eve. *Activists and Writers: Student Expression in a Social Action Literacy Project*. May, pp. 363–372.
- Espinosa, Mathew. (See Neely et al., September).
- Ewing, Janice. *Puzzle* (In Closing). July, p. 487.
- Folkes, Angela. (See Rogers et al., November).
- Ford, Kim, Carol Avery, Terrell Young, Mingshui Cai, Fran Wilson, Jeffrey S. Kaplan, & Diana Porter. *Orbis Pictus Award Winners* (Children's Literature Reviews). November, pp. 151–157.
- Friedrich, Linda & Marilyn McKinney. *Teacher Inquiry for Equity: Collaborating to Improve Teaching and Learning*. March, pp. 241–251.
- Fuhrken, Charles. *Humbled by a Fifth-Grader's Homework* (In Closing). March, p. 322.
- Gainer, Jesse. (See Huerta et al., March).
- Grady, Cynthia. *What's in a Name?* (In Closing). May, p. 405.
- Graff, Jennifer M. *Reading, Readin', and Skimming: Pre-adolescent Girls Navigate the Sociocultural Landscapes of Books and Reading*. January, pp. 177–187.
- Hagood, Margaret C. *Mapping a Rhizome of 21st Century Language Arts: Travel Plans for Research and Practice* (Research Directions). September, pp. 39–48.
- Hahn, Mary Lee. (See Day et al., March).
- Hassett, Dawnene. *Technologies and Truth Games: Research as a Dynamic Method* (Research Directions). July, pp. 457–464.
- Hayes, Sandy. (See Bass et al., May).
- Hermann-Wilmarth, Jill. *More than Book Talks: Preservice Teacher Dialogue after Reading Gay and Lesbian Children's Literature*. January, pp. 188–198.
- Hoeltzel, Chrystine. (See Turner et al., July).
- Honeyford, Michelle A. (See Campano et al., March).
- Hudelson, Sarah. *Karen Smith: Language Arts Educator of the Year* (Profiles and Perspectives). November, pp. 139–145.
- Huerta, Mary Esther Soto, Jesse Gainer, & Jennifer Battle. *Finding Voice, Defining Self: An Interview with Yuyi Morales* (Profiles and Perspectives). March, pp. 296–307.
- Hundley, Melanie. (See Neely et al., September).
- Iddings, Chris. (See Neely et al., September).
- Ingram, Aleshea. (See Rogers et al., September).
- Jackson, Tandra O. & Gloria S. Boutte. *Liberation Literature: Positive Cultural Messages in Children's and Young Adult Literature at Freedom Schools*. November, pp. 108–116.
- Johnston-Parsons, Marilyn. *Dreaming of Collaboration* (Focus on Policy). March, pp. 287–295.
- Kaplan, Jeffrey S. (See Ford et al., November).
- Katz, Laurie. (See Enciso et al., September, November, January, March, May & July).
- Kay, Amy M., Andrea Neher, & Lindsey Hall Lush. *Writing a Relationship: Home-School Journals*. July, pp. 417–426.
- Kiefer, Barbara Z. (See Enciso et al., September, November, January, March, May & July).
- Kontovourki, Stavroula & Marjorie Siegel. *Discipline and Play with/in a Mandated Literacy Curriculum*. September, pp. 30–38.
- Labadie, Meredith. (See Elias et al., November).
- Leigh, S. Rebecca. *Violent Red, Ogre Green, and Delicious White: Expanding Meaning Potential through Media*. March, pp. 252–262.
- Lewis, Tisha. (See Elias et al., May).
- Li, Jiahang. (See Turner et al., July).
- López-Robertson, Julia. *That's Cool! I Wish I Knew Spanish, Too!* (In Closing). November, p. 158.
- Lush, Lindsey Hall. (See Kay et al., July).
- Maderazo, Catherine, Prisca Martens, Keri Croce, Ray Martens, Michelle Doyle, Stacy Aghalarov, & Rob Noble. *Beyond Picture Walks: Revaluing Picturebooks as Written and Pictorial Texts*. July, pp. 437–446.
- Magliaro, Elaine. (See Ward et al., July).
- Martens, Prisca. (See Maderazo, et al., July).
- Martens, Ray. (See Maderazo, et al., July).
- Mathis, Janelle. (See Day et al., March).
- Maurer, Caroline. *Meeting Academic Standards through Peer Dialogue at Literacy Centers*. May, pp. 353–362.
- McCraw, Becky. (See Bass et al., May).
- McKinney, Marilyn. (See Friedrich & McKinney, March).
- McNair, Jonda C. (See Ward et al., July).
- McNair, Jonda. (See Day et al., March).

- Medina, Carmen L. & María del Rocío Costa. *Collaborative Voices Exploring Culturally and Socially Responsive Literacies*. March, pp. 263–276.
- Mosley, Melissa. (See Rogers et al., November).
- Napoli, Mary. (See Day et al., March).
- Napoli, Mary. (See Ward et al., July).
- Neely, Ann, Bettie Parsons Barger, Lynne Ber-caw, Mathew Espinosa, Melanie Hundley, Chris Iddings, & Robin Smith. *Discipline and Characters in Children's Literature* (Children's Literature Reviews). September, pp. 72–79.
- Neher, Andrea. (See Kay et al., July).
- Noble, Rob. (See Maderazo, et al., July).
- O'Connor, Barbara. *Keeping It Real: How Realistic Does Realistic Fiction for Children Need to Be?* (Profiles and Perspectives). July, pp. 465–471.
- Pacheco, Mariana. *Expansive Learning and Chicana/o and Latina/o Students' Political-Historical Knowledge*. September, pp. 18–29.
- Pahl, Kate. (See Elias et al., May).
- Patrick, Lisa & Denise Davila. *What Did You Think of the Book?: Kids Speak Up* (Children's Literature Reviews). January, pp. 225–231.
- Patrick, Lisa. (See Davila & Patrick, January).
- Pole, Kathryn. (See Rogers et al., September).
- Porter, Diana. (See Ford et al., November).
- Price-Dennis, Detra, Marlene Beierle, Maggie Chase, Eun Hye Son, & Jackie Wissman. *Books that Set Their Own Standard* (Children's Literature Reviews). May, pp. 400–404.
- Price-Dennis, Detra. (See Enciso et al., September, November, January, March, May & July).
- Reese, Barbara. (See Elias et al., November).
- Rogers, Rebecca, Kathryn Pole, Aleshea Ingram, Martille Elias. *Disciplining Students, Teachers, and Schools: A Critical Look at Market-Based Reforms of the Language Arts* (Professional Book Reviews). September, pp. 66–71.
- Rogers, Rebecca, Melissa Mosley, & Angela Folkes. *Standing Up to Neoliberalism through Critical Literacy Education* (Focus on Policy). November, pp. 127–138.
- Rogers, Rebecca. (See Elias et al., January).
- Rogers, Rebecca. (See Elias et al., May).
- Roser, Nancy. *Policies Can Follow Practices* (Focus on Policy). January, pp. 211–214.
- Sánchez, Lenny. (See Campano et al., March).
- Saul, E. Wendy. (See Elias et al., January).
- Schaenen, Inda. (See Elias et al., May).
- Seidl, Barbara L. & Matthew D. Conley. *(Re)Writing New Possibilities for Teaching Lives: Prospective Teachers and Multicultural Apprenticeships* (Research Directions). November, pp. 117–126.
- Short, Kathy G. (See Day et al., March).
- Sibberson, Franki. (See Bass et al., May).
- Siegel, Marjorie. (See Kontovourki & Siegel, September).
- Sipe, Lawrence R. (See Elias et al., January).
- Smith, Robin. (See Neely et al., September).
- Son, Eun Hye. (See Price-Dennis et al., May).
- Spence, Lucy K. *Discerning Writing Assessment: Insights into an Analytical Rubric*. May, pp. 337–352.
- Sullivan, Edward T. (See Day et al., March).
- Turner, Jennifer, Chrystine Hoeltzel, & Jiahang Li. *Read to Lead: Resources that Help Teachers Enhance Literacy Leadership* (Professional Book Reviews). July, pp. 472–477.
- Valencia, Sheila W. (See Au & Valencia, May).
- Van de Kleut, Geraldine & Connie White. *Teaching, Learning, and Resistance*. July, pp. 447–456.
- Waff, Diane. (See Bass et al., May).
- Ward, Barbara A., Rebecca Kai Dotlich, Elaine Magliaro, Jonda C. McNair, Mary Napoli, & Terrell A. Young. *Poetry for Children at Its Best: 2009 Poetry Notables* (Children's Literature Reviews). July, pp. 478–486.
- Watson, Dwight C. *Historical and Contemporary Usages of the "N" Word: Deconstructing the Content and Context in a Multiracial, Middle School Language Arts Class*. November, pp. 99–107.
- White, Connie. (See Van de Kleut & White, July).
- Wilkerson, Lorraine. (See Bass et al., May).
- Wilson, Fran. (See Ford et al., November).
- Wilson, Jennifer L. (See Elias et al., January).
- Wilson, Melissa. (See Enciso et al., September, November, January, March, May & July).
- Wissman, Jackie. (See Price-Dennis et al., May).
- Witte, Shelbie. (See Bass et al., May).
- Wohlwend, Karen E. (See Elias et al., January).
- Wong, Janet & Rebecca Kai Dotlich. *Mining with a Jeweler's Eye: The Work of Lee Bennett Hopkins* (Profiles and Perspectives). September, pp. 62–65.
- Yang, K. Wayne. *Discipline or Punish? Some Suggestions for School Policy and Teacher Practice* (Focus on Policy). September, pp. 49–61.
- Young, Terrell A. (See Ford et al., November).
- Young, Terrell A. (See Ward et al., July).
- Zanden, Sarah Vander. (See Campano et al., March).